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ABSTRACT

The purpose of this study was to provide information regarding the reliability and validity of two simulated behavioral (communication) tasks specifically designed for counseling students. Two structured tasks were constructed, each representing typical problems and issues with which counselors are confronted. The experimental group consisted of 26 practicum students while the control group consisted of 15 volunteers. The two communication tasks were administered to all subjects twice, once at the beginning and once at the end of the semester. For the experimental group, one pre- and one post-counseling tape were rated with the accurate empathy scale. This group was also rated as to counseling performance with the Supervisory Rating Scale. The results indicated that the inter-rater reliability of both communications tasks were quite high, suggesting that consistent, independent ratings can be obtained with the rating scale. The construct validity of adaptability was not established, as it did not strongly relate to a similar construct of empathy nor was it predictive of measures of counseling skill. (Author/PC)

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VALIDATION AND USE OF COMMUNICATION TASKS IN COUNSELOR EDUCATION

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Lawrence, Kansas

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SUMMARY

The purpose of this study was to provide information reagrding the reliability and validity of two simulated behavioral (communication) tasks specifically designed for counseling students. Two structured tasks were constructed each representing typical kinds of problems and issues that counselor's are confronted with . Inter-rater and test-retest reliability of the tasks was assessed while the validity was examined by comparing the tasks with both similar measures (empathy) and mutiple measures of counseling effectiveness (practicum grades, ratings of counseling performance). Finally, comparisons between the two tasks were made to examine certain theoretical issues.

The experimental group consisted of 26 students enrolled in counseling practicum while the control group consisted of 15 volunters, first semester counseling majors. The two communication tasks were administered to all subjects twice, once at the beginning and once at the end of the semester. For the experimental group one pre and one post counseling tape was rated with the accurate empathy scale. The experimental group was rated as to counseling performance with the Supervisory Rating scale. In all cases, ratings were made blindly and independently by two trained raters.

The results indicate that the inter-rater reliability of both communications tasks was quite high suggesting that consistent, independent ratings can be obtained with the rating scale. The issue of test-retest reliability of the tasks needs further exploration as it was not clear whether a practice effect occurred.

The data indicate that the adaptability characteristic is not that stable a characteristic due to the facts that: (1) different clients affect the level of its expression (between client variation), and; (2) there were significant within client variations in the level of its expression. The construct validity of adaptability was not established as it did not strongly relate to a similar construct empathy nor was it predictive of multiple measures of counseling skill.

CHAPTER ONE

Introduction

One of the basic skills that an effective counselor must have is that of being able to accurately understand and adapt to the perspective of another person. It is generally agreed by counselor educators of different theoretical persuasions that effective communication is more likely to occur if a counselor can adapt to different frames of reference. Unless this adaptability of communication takes place, a very likely results is that a counselor and client will be talking past one another since both will be responding from their own idiosyncratic frames of reference.

The assessment of this "adaptability" characteristic has been attempted primarily by various kinds of behavioral tasks. However, previous tasks and studies have been primarily concerned with the use of controlled behavioral tasks in the assessment of this capability with teachers. Hence, one major objective of this study was the design of behavioral tasks specifically for the assessment of this capability in a counselor training program. Once the tasks were developed, the second major objective of this study was to assess the reliability and construct validity of the tasks. This objective was investigated by examining a series of specific research objectives which were as follows:

(1) what magnitude of inter-rater reliability can be obtained in rating the behavioral tasks?

(2) does the construct <u>adaptability</u>, as measured by the tasks, have a high degree of relationship with a similar construct <u>empathy</u> (convergent validity)?

(3) does the level of <u>adaptability</u> generalize or transfer to different client or stimiulus situations?

(4) does the construct of <u>adaptability</u> undergo modification during the counseling practicum experience?

(5) to what extent is the construct of <u>adaptability</u> related to supervisory ratings of counseling performance?

DEVELOPMENT OF BEHAVIORAL TASKS

The behavioral tasks that were developed and used in this research are all prototypes of the Communications Task originally developed by Hunt (1965a). The original Communications Task has been shown to have considerable construct validity (Hunt, 1970) in that the Adaptability Index, which is derived from the task, has met various specifications of a construct that were proposed by Cronbach and Meehl (1955). This index has been related to: (1) successful performance in various training programs (Heck, 1971; Hunt, 1965a, Hunt, 1967; Hunt, Joyce, and Weinstein, 1965); (2) sociometric acceptance (Hunt, 1965c); (3) adaptability ratings inferred from other tasks based on the Communications Task Model (Schroder and Talbot, 1966, Hunt, 1967); and, (4) adaptability ratings based on interviews (Hunt, 1965b).

The results of these studies suggest that the adaptability index has, at least to a certain degree, demonstrated some positive relationships which we would expect it to have on a theoretical basis. On the other hand, while most of these studies have been concerned with using the behavioral task to evaluate various training program, none of them has been systematically designed to assess the construct validity of the index by means of relating it to a variety of construct relevant specifications. Probably the major reason for this, as Hunt, (1970) suggests, is that the specifications for a construct useful for training or instructional purposes have not been as clearly set forth in the literature as have the specifications for constructs in personality measurement. Hence, to more systematically assess and add to what validation data exist, this research is designed, with Hunt's (1970) suggestion, that for any construct (such as adaptability) to be useful in planning and making decisions in a training context, it should meet the following specifications:

1. it should be positively related to the same construct derived from other methods and should be related to similar constructs;

2. it should be related to some criteria of trainee performance;

3. the construct should provide the basis for evaluating the general effectiveness of training programs, e.g., as a pre and post program index;

4. it should either be useful itself as a training device or should point to specific forms of training which will increase the trainee's effectiveness on the construct (Hunt, 1970, p. 327).

USE OF BEHAVIORAL TASKS IN COUNSELOR TRAINING

The second area of research directly related to this study concerns past and current attempts to use what may be called simulation or behavioral tasks in counselor education programs. Before examing this research it should be pointed out that simulation or behavioral tasks, although of recent origin, have been successfully used in the domains of: (1) investigating psycho-therapeutic processes (Heller, Myers, and Kline, 1963; Goldstein and Dean, 1966); (2) investigating parent-child interactions (Bell, 1964); (3) in studying the development of role-taking abilities of children (Flavell, 1968), Hunt,(1965a, 1965b, 1967), Heck (1971), and Weinstein et al. (1965) have been successful in using various behavioral tasks (communication tasks) to assess the effectiveness of various kinds of training programs. All of these investigators, as Hunt, (1970) points out, have used behavioral tasks simply because when compared to paper-and-pencil measures of behavior they offer several advantages: (1) they provide a more realistic representation of the real stimulus situation; (2) peculiar response sets (e.g., social desirability, acquiescence) are more easily detected hence controlled; (3) they permit the trainee's behavior to vary so that unanticipated responses may be recorded; (4) by developing and utilizing a variety of behavioral tasks, an important instructional possibility exists in the form of providing differential experiences for the student before he meets real and different kinds of clients, and; (5) since complex human behavior is in part situationally controlled, controlled behavioral tasks allow greater precision in investigating the enviromental influence on behavior.

In the domain of counselor education, a number of recent articles have either suggested or used what may be called behavioral or simulation tasks. Interestingly enough, most of the articles concerning the application of simulation tasks to counselor education program have not been research studies but primarily proposals for how various kinds of simulation techniques may be used. For example, Delaney (1969) proposes how one can program audio-viedo stimuli to simulate counseling interviews, while Gysbers and Moore (1970) discuss

various kinds of simulation or role-playing experiences currently being used in their particular training program. These proposals differ not only in regard to the kind of simulation techniques (e.g., responses to video tapes versus prescribed role playing sessions) but to the simulation content as well. In the search of the counseling literature one empirical study reported was that of Roark (1969) who found that there is a slight difference in response patterns between role-playing interviews and actual interviews although this difference does not contraindicate the use of role-playing in counselor education.

In summary, it would be fair to say that most counselor education programs probably use some kind of simulation experiences in their training programs. The counseling literature suggests numerous examples of how various kinds of simulation experiences may be used. However, there is a scarcity of research evidence, within the area of counselor training, demonstrating the effectiveness of simulation techniques either as a training device or as a means of evaluating training program effectiveness. Further, the articles reporting on simulation techniques rarely, if ever, coordinate the use of simulation techniques to any sort of a systematic theoretical rationale.

CHAPTER TWO

Procedures

Subjects

The sample was comprised of 41 students enrolled as Counseling majors (Master's degree) at the University of Kansas. The experimental group consisted of 26 (10 males, 16 females) who were taking the beginning counseling practicum course. Essentially, the experimental group was comprised of all students who were in the final semester of their master's program and who had never had a counseling practicum before. The control group was comprised of 15 counseling majors (8 male, 7 female) who were enrolled during the first semester of work towards the counseling degree. The control group was obtained by asking for volunteers out of the large introductory course in counseling.

Instruments

1. Behavioral (Communications) Task

The Communication Task is a generic term for a controlled behavioral task that has been specifically designed to assess what we have defined as communication effectiveness. In general terms, the task simulates a counseling session in which a counselor trainee is confronted with trying to communicate with a client who is behaving on the basis of a specified role. The duration of this interaction is approximately 20 minutes in length. In this proposed study, two different communications tasks will be used. Each task is a typical problem which might be brought to a school counselor.

The Communications Tasks are controlled behavioral tasks in the sense that: (1) the trainees are given information about their behavioral objective; (2) the trainees are given identical information concerning the client prior to their performance; (3) the kind of information given concerning the client is of a rather general character hence minimizing the utilization of unusual response tendencies; (4) each task presents a series of four predetermined obstacles which increase the likelihood that the trainees behavior is relevant to what we have called

adaptability; and (5) a general role description of the client is developed and each role player is trained to behave in accordance with that description. Copies of the rating scale, instructions given to the counselor, role descriptions, and information describing the clients for both tasks will be found in appendix A, B, and C.

During the 20 minute time segment the client introduced a series of four obstacles which generally have the character of being inaccurate interpretations, or statements of conflict or confusion. These obstacles "pull" for adaptability responses on the counselor's part and it is the counselor's responses to these obstacles which are scored on a six point rating scale. The rating scale assesses the degree to which the counselor attempts to elicit the perspective of the client so that further effective communication can proceed (copies of the rating scale and its rationale will be found in the appendix). In the past, with two independent and trained raters, the interjudge reliability on this task has ranged from .85 - .90. Ratings in all cases are made on audio tape recordings of the behavioral task performance.

2. Truax and Carkhuff Empathy Scale

The Empathy Scale used in this study is a scale specifically designed for the measurement of the construct accurate empathy (Truax and Carkhuff, 1967). This five point scale was developed so that it could be applied to various kinds of interpersonal communication settings one of which is the counselor-client situation. This scale has been subjected to considerable research (Truax and Carkhuff, 1967; Berenson, Carkhuff, and Myrus, 1966) reliability and validity.

Accurate empathy involves both the therapists "sensitivity to current feelings and his verbal facility to communicate this understanding in a language that is attuned to the client's current feelings" (Truax and Carkhuff, 1967, p. 46). It seems apparent that this construct is quite similar to our definition of effective communication. Typically the assessment of this dispositional characteristic is made by assessing samples taken from various points in the counseling interview. This was the procedure

that was followed in this study where selected segments of the practicum students' tapes were assessed according to the degree of accurate empathy. The purpose of using this scale is to assess our first objective. A copy of the Empathy Scale will be found in the appendix.

3. Supervisor's Rating Scale of Practicum Performance

In addition to the more specific scales assessing the constructs of accurate empathy and adaptability, we have developed a general rating scale in an attempt to index, from the practicum supervisor's perspective, an overall view of the student's performance in practicum. This scale has been designed to assess skills and characteristics one might expect to develop during the practicum experience.

The grades earned in practicum provide only a gross assessment of performance and for all practical purposes divide students into only two categories, A and B. As this provides the supervisor with a means of evaluating and rating a broad range of counseling behaviors it is felt that he will be able to quantify and realistically reflect differences in student's performance which are not apparent in the practicum grade.

The 20 items in the Supervisor's Rating Scale are representative of the counseling behaviors which we as supervisors attempt to develop and to evaluate during the practicum experience. The supervisors are in complete agreement that all items are important dimensions of the practicum experience.

The supervisor will evaluate the student's performance on each counseling behavior and assign a rating on a scale ranging from one to five. A rating of one is defined as behavior which is highly atypical of the student's behavior. A rating of five is defined as highly typical of the student's behavior. Ratings of two, three or four reflect gradations of behavior falling between the end points of the continuum.

Scoring will be accomplished by summing the 20 individual ratings. These total scores can then be correlated with the ratings of accurate empathy and adaptability to ascertain their relationship.

Method

Each counseling practicum student enrolled at the University of Kansas was asked to perform each behavioral task twice, once at the beginning of the practicum before any instruction has taken place and again at the conclusion of the practicum experience. The order in which the students performed the tasks was varied in order to control the effects which the order of presentation might have on the trainee's performance. In this case, half of the trainees, selected randomly completed the two tasks in the reverse order from the other half. All of the sessions were audio-tape recorded. Selected sessions, both pre and post, were video-taped for future demonstration and instructional purposes.

The four audio tapes (two pre-training and two post-training) for each counseling trainee were number coded in order to identify which ones were made before and after practicum training. The pre and post tapes for all subjects were combined and rated blindly by two trained independent raters. The intent of blind ratings was to insure that the raters (both of whom are doctoral students) would not know the identity of the subjects, the order in which they performed the tasks, nor which tasks were pre or post performance. As the authors of this research proposal were 2 out of the 3 practicum supervisors it is imperative that they not be involved in the process of rating the behavioral tasks for two reasons: (1) knowledge of performance on these tasks could bias supervisory ratings of practicum performance and, (2) the supervisors could too easily identify subjects and become biased in their ratings of adaptability.

Objective 1: to determine the relationship between the construct (adaptability), as measured by a controlled behavioral task, and a similar construct (empathy) as measured by the Truax and Carkhuff scales.

The evaluation of the construct adaptability has been described above. To evaluate the construct, empathy, each student was asked to submit two tapes made during actual counseling sessions; one tape will be from an interview late in the practicum experience. These tapes were rated using

the five point Truax and Carkhuff scale. Independent ratings of these tape segments were made by trained graduate assistants who did not know the order in which the tape segments were sampled. The tape samples rated consisted of three three-minute samples taken from both an early and late tape. The sum of the three scores for each tape constitutes the empathy rating for that tape. The empathy ratings were correlated (Pearson r) with the sum of the adaptability ratings to determine the extent of the relationship between the two measures.

Objective 2: to determine the generalizability of the construct across different stimulus situations, i.e., does the adaptability characteristic transfer across different behavioral tasks?

As indicated earlier, by randomly varying the order in which the practicum students performed both of the pre and post training tasks, it was possible to control for any effects the order of presentation may have on performance. This particular objective was assessed by computing t-tests (uncorrelated means) between the two pre test and between the two post test means for both experimental and control groups. These tests should enable one to determine whether there were any significant difference in the ratings made between the two tasks, and hence help determine whether adaptability ratings differ across the two tasks.

Objective 3: to assess changes in the construct, pre to post, as a result of the counseling practicum experience, i.e., what changes does the characteristic undergo as a result of the practicum experience?

Mean adaptability ratings for the pre and post experiences were calculated. Change was defined as change in mean ratings between the two experiences. Statistically significantly higher post ratings were to be interpreted as indicating increased adaptability. Conversely, lower adaptability ratings in the post practicum ratings were to be interpreted as meaning a lowered adaptability. The difference in mean ratings of each pre and post task was determined by computing t-tests for correlated means between the pre and post-test means. In order to assess the practice effects of using

the same behavioral tasks for both pre and post experiences the tasks were administered to the control group with the same time span between administrations (beginning and end of semester). A t-test for correlated means was computed to determine if there are significant changes in mean ratings over a semester's time interval for the control group.

Objective 4: to determine the relationship of the construct to supervisory ratings of counseling effectiveness.

To assess this objective it was felt that practicum grades would not be an adequate reflection of the supervisor's ratings of students. Only two grades are typically used, A and B. As there is considerable variation in the skills of students receiving these grades, especially for those receiving B's, it was felt that some other form of supervisory rating should be utilized.

The Supervisor's Rating Scale (SRS) was developed for the purpose of attempting to assess a variety of what we consider to be effective counselor characteristics. Each item is rated on a five-point scale with a rating of 1 indicative that the subject is low on this characteristic and a 5 that he/she is high on this characteristic. The overall rating was determined by summing the ratings for each of the 20 items of the SRS. The sum of the ratings was then correlated (Pearson r) with the sum of post-tests adaptability task ratings.

CHAPTER THREE

Results

Reliability of Ratings - Communication Tasks and Empathy Scale

Since two variables (adaptability and empathy) were assessed by means of independent raters, the assessment of inter-rater reliability is of utmost concern. The ratings made on both variables were both independent and blind; that is, neither of the two raters knew whether the audio tapes were pre or post performances. The assessment of inter-rater reliability was made by calculating a Pearson coefficient between each of the ratings made on both instruments. On both Communications Tasks (CT), ratings were made on each of the four obstacles (perspective relevant cues) while for the Accurate Empathy Scale (AE), three ratings were made on each counseling tape.

TABLE 1

Inter-Rater Reliability Coefficients for Communication Tasks and Accurate Empathy Scale

	N	Pre Test Correlation	Post Test Correlation
Communications Task (George)			
Obstacle 1	41	.921	.862
Obstacle 2	41	.835	.907
Obstacle 3	41	.867	.785
Obstacle 4	41	.903	.934
Communications Task (Mary)			
Obstacle 1	41	.934	.833
Obstacle 2	41	.633	.915
Obstacle 3	41	.909	.854
Obstacle 4	41	.668	.881
Accurate Empathy			
Rating 1	26	.835	.884
Rating 2	26	.746	.748
Rating 3	26	.711	.806

Averaging the correlations produces the following coefficients: CT (George - pre = .882), CT (Mary - pre = .786), CT George - post = .872), CT (Mary - post = .871), AE (pre = .797), AE (post = .813). The data suggests that the reliability coefficients for the Communications Task were of such a magnitude to indicate that the raters were highly consistent in their ratings. The mean correlation coefficients indicate that, overall, there doesn't appear to be any significant difference in consistency of CT ratings between both tasks. Similarly, AE ratings show a sufficiently high degree of inter-rater consistency; certaintly within the range reported in previous studies.

There are two features, however, that are apparent : (1) the pre CT (Mary) coefficients show considerably more variability in consistency than any other set of rating, and; (2) the sets of AE coefficients show a tendency to be lower than CT coefficients. The possible implications of these two features will be discussed in the subsequent chapter.

Objective 1 Relationship of Adaptability and Accurate Empathy

Part of the process in establishing the construct validity of any new measure, such as "adaptability", involves examining the degree of relationship with an established and valid construct such as Accurate Empathy. While the process of establishing construct validity is, perhaps, one of never being finalized, it is critical to compare a new variable and measure with one having a reasonable degree of validity. To assess whether "adaptability" was positively related to this similar construct, a correlation matrix was generated. Since the consistency of raters was sufficiently high, the coefficients reported were those of one rater. The results of that analysis are presented in Table 2.

TABLE 2

Relationship of Mean Adaptability and Accurate Empathy Ratings

	Accurate Empathy	
Adaptability	Pre-Test	Post-Test
George (pre)	-.037	-.078
George (post)	.076	.095
Mary (pre)	-.096	-.013
Mary (post)	-.044	.041

N = 26

The rather surprising results in Table 2 indicates that, essentially, there was no relationship between measures of the constructs adaptability and accurate empathy. It would appear that one's level of communication skill (adaptability), as measured by both communication tasks, is independent of one's degree of accurate empathy. In effect, this finding clearly points to some problems existing in either the conceptualization and/or measurement of one or both concepts for, on at least a superficial level, both concepts have been given similar descriptions.

Objective 2 - Generalizability of Adaptability

The question of whether or not "adaptability" is the kind of capability that is affected by different kinds of clients is a critical theoretical and practical issue. To examine this issue a series of t-tests (uncorrelatedmeans) was used to test whether there were any significant performance differences between the two communication tasks. This analysis compared the pre-test means and post-test means as well as the over all clinical ratings given to the performance by the raters. The results of this analysis is presented in Table 3.

TABLE 3

Performance Differences Between the Two Communication Tasks - Experimental Group

		CT (George)	CT (Mary)		
Comparison	N	Mean	Mean	.t	p
Pre-test	24	1.79	2.17	6.08	.02
Post-test	25	2.19	2.53	4.76	.03
Pre-clinical overall	23	1.83	2.22	10.36	.004
post-clinical overall	25	2.32	2.48	1.35	NS

TABLE 4

Performance Differences Between the
Two Communication Tasks - Control Group

	N	CT(George) Mean	CT(Mary) Mean	t	p
Pre-test means	14	2.05	2.20	.27	NS
Post-test means	15	2.24	2.80	7.90	.01
Pre-clinical overall	14	1.92	2.28	4.45	.05
Post-clinical overall	15	2.33	2.60	1.15	NS

The data is Tables 3 and 4 indicate that 5 out of the 8 comparisons showed significant differences between the two tasks which suggests that there are some characteristics peculiar to each task which affect adaptability performance of counselors. Examination of mean ratings indicate that responses to the communication task (George) were consistently lower in terms of quality of adaptability. The tentative but important conclusion to be drawn is that the adaptability characteristic is not soley a function of counselor performance but is also, in large part, situationally determined.

Objective 3 - Changes in Adaptability During Counseling Practicum

The purpose of this objective was to examine the extent of change in adaptability scores from the beginning to end of the counseling practicum experiences. In part, this was a measure of test-retest reliability of both communication tasks. However, assessments were made, over the same time interval, with a control group in order to allow inferences to be made concerning the effect of practicum experience on this characteristic.

Pre-post tests of differences were made on both mean adaptability scores as well as the over all clinical ratings made by the raters. This procedure was used with both experimental and control group by means of t-tests for correlated means. The results of this analysis is presented in Tables 5 and 6.

TABLE 5

Pre-Post Differences in Mean Adaptability Ratings

Group	N	Pre Mean	Post Mean	t	p
Experimental					
CT - George	26	1.83	2.23	3.47	.07
CT - Mary	26	2.19	2.55	9.17	.006
Control					
CT - George	15	2.05	2.21	0.41	NS
CT - Mary	15	2.17	2.81	14.59	.002

TABLE 6

Pre-Post Differences in Clinical Ratings of Adaptability

Group	N	Pre-Rating (Mean)	Post-Rating (Mean)	t	p
Experimental					
CT-George	26	1.83	2.26	3.73	.06
CT-Mary	26	2.17	2.52	6.82	.01
Control					
CT-George	15	1.93	2.36	2.49	NS
CT-Mary	15	2.26	2.60	2.50	NS

The data in Tables 5 and 6 indicate that there were significant increases in adaptability ratings for the experimenal group particularly in the communication task of Mary. While not at the criterion .05 level of confidence, there was a definite tendency for experimental group ratings to increase on the communication task of George. The control group showed one highly significant increase in adaptability ratings that involving mean scores on the task of Mary. This finding was discrepant with the results obtained using the over all clinical mean ratings; a finding which will be examined in the Discussion section. However, until the source of this discrepancy is clarified, it is difficult to determine whether the changes in the communication task (Mary) were affected by such factors as a practice effect.

Objective 4 - Relationship of Adaptability to Ratings of Counseling Effectiveness

To assess whether the level of adaptability is related to measures of counseling effectiveness, ratings on both tasks were correlated (Pearson L) with mutiple indices of effectiveness; namely mean ratings of the 20 item supervisory scale, counseling practicum grades, and grades in a counseling theory and techniques course. The results of that analysis are presented in Table 7.

TABLE 7

Relationship of Adaptability Ratings to Supervisory Ratings, Practicum and Technique Grades

Adaptability	Sup. Ratings Mean	Practicum Grade	Technique Grade
CT - George (Pre)	-.03	-.02	-.19
CT - George (Post)	-.01	.17	.38
CT - Mary (Pre)	-.28	-.30	.16
CT - Mary (Post)	-.25	-.19	.08

N = 26

While the correlations are low and statistically non-significant, it would appear that CT (George) is not related to supervisory ratings, or practicum grades, and inconsistently related to grades in the technique course. The pattern of correlations for CT (Mary) show a tendency for performance to be negatively related to both supervisory ratings and practicum grades. At least with this task, assuming the validity of supervisory ratings and practicum grades, there is a tendency for poorer counseling students to show more of the adaptability characteristic with the stimulus task of Mary. The data also suggests a tendency for different tasks to have differential effects; that is, students do not respond to the tasks in the same way.

Part of the non-significant relationship with both practicum and technique grades may be due to inherent characteristics of the grading process. The range of grades for either course is highly restricted in actual practice; that is mostaly A's, B's, with only a small number of C's. This minimizes the amount of descriminations that can be made, hence, increases the amount of error involved.

Additional Results

1. An examination of the intercorrelation matrix indicated that there were no significant relationships between sex of the counseling students and any of the adaptability or empathy ratings. Sex was moderately related (correlations ranging from .45 - .60) to five items on the supervisory rating scale (items 5, 7, 13, 18, 20). Sex was not significantly related to either practicum grades or technique grades.

2. There does not appear to be any serious discrepancy on the communication tasks with using mean scores or an overall clinical judgement. Except for the one instance involving the control group (Table 4) the mean of the four ratings should be a reasonably accurate approximation of an overall clinical assessment of performance.

   However, the question does arise, given that inter-rater reliability on the tasks in fairly high, as to how internally consistent is the students performance across each of the four obstacles. Using data from one rater, the intercorrelation of ratings made on each of the four ratings and overall score is presented in Tables 8 and 9.

TABLE 8

Intercorrelation of Ratings - Communication Task of George

		Pre-Test Obstacle					Post-Test Obstacle				
		1	2	3	4	5	1	2	3	4	5
	1										
	2	.20									
Pre	3	.30	.39								
	4	.28	.34	.44							
Overall	5	.47	.35	.62	.57						
	1										
	2						.06				
Post	3						.22	.22			
	4						-.11	-.04	-.02		
Overall	5						.51	.20	.36	.25	

TABLE 9

Intercorrelation of Ratings - Communication Task of Mary

		Pre-Test Obstacle				Post-Test Obstacle				
		1	2	3	4	5	1	2	3	4	5
Pre	1										
	2	.20									
	3	.17	.01								
	4	.08	.09	.21							
Overall	5	.33	.29	.60	.43						
Post	1										
	2						.31				
	3						.00	-.12			
	4						.16	.15	.12		
Overall	5						.28	.48	.22	.30	

The data in Tables 8 and 9 reveal two rather interesting phenomena; (a) overall there is a substantially low degree of relationship between how one responds to one obstacle compared to the others, and; (b) in the case of CT(George), the post-test correlations are substantially lower than that of the pre-test which suggest even greater inconsistency of response. These findings suggest the possibility that counselor's are not consistent in the level of their communication skill (adaptability) so that adaptability is a variable characteristic. Further, it would seem that practicum experience may result in greater inconsistency due to its intent of shaking up established response patterns.

Finally, comparing performances of George with Mary (pre-tests only), different tasks affect consistency of adaptability responses.

3. A discriminant function analysis was used to test, simultaneously, if there were any significant differences between experimental and controls on any adaptability comparisons. The discriminant function is a procedure that adjusts for any possible stepwise experimenter influence that may have occurred. The resultant F value (8.32 degree of freedom) was 0.388 which is non-significant.

CHAPTER FOUR

Discussion and Conclutions

In the presentation of data in Chapter Three several suggestions and conclusions were pointed out. These will be reviewed and discussed and implications will be drawn.

Through correlation of the independent ratings it was demonstrated that the characteristic of adaptability can be reliably rated. Correlations of inter-rater reliability ranged from .871 - .882. Variability in the inter-rater reliabilities was not the same for the two counseling tasks. CT George (.882 and .872) showed less variability than CT Mary (.786 and .871). As will be noted throughout this discussion, the characteristic of greater variability for CT Mary is a consistant occurance.

It was also noted that the inter-rater reliabilities for the CT's were generally higher than for ratings of accurate Empathy. While the two concepts have been given similar descriptions there are differences in the way in which the ratings are obtained. Using standard procedure, AE was rated by listening to three three minute segments of each tape. Ratings were made on a five point scale using the standard definitions for each of the five possible ratings. In this sense the rating reflects a general or average impression of everything which happened in that specific time segment which may account, at least in part, for somewhat lower inter-rater reliability. The CT's are rated on the six point scale as shown in the appendix. The immediate response to each Perspective Relevant Cue is the specific item rated. Thus, it may be that the raters are responding to a more specific stimulus where rating the CT which may account, in part, for the higher degree of agreement.

In the first objective of this study the attempt was made to establish construct validity for the concept "adaptability". The findings showed an almost total lack of relationship as correlations which were obtained ranged from .095 to -.096. Five of the eight correlations obtained were negative. From this we can only conclude that the concepts "adaptability" and "empathy" are not systematically related to each other. This may be due to problems in measurement and/or conceptualization of one or both concepts. As both concepts have been given similar descriptions and both, superficially at least, purport to focus on the counselor's ability to understand and communicate this understanding to the client, this result is both surprising and unexplained by this research.

One difference in the situations under which the tapes were made may have had some effect on the results. The AE ratings were made on tapes of actual counseling sessions while the CT ratings were made on tapes of role played counseling sessions. A further procedure which could be carried out would be to have the CT tapes re-rated using the AE scales and then compare the results obtained under the same counseling situation, ie. role played sessions.

The second objective focused on the question of whether the concept "adaptability" was affected by different clients. Of the eight t-tests (uncorrelated means) performed, five showed statistical significance. Further, for all cases the means for CT Mary were higher than for CT George. Therefore, it appears that these are characteristics peculiar to the client which affect the ratings of counselor adaptability. Put another way, "adaptability" appears not to be a stable counselor characteristic but, rather, is a characteristic which varies to some extent and has some relationship to the client's behavior.

A practical implication based on this finding can be suggested for counselor education. Practicum students may well function more effectively with some clients than with others. In light of these results it seemed that it may be invalid to assume that if a practicum student works effectively with one client that he/she will operate equally effectively with all clients or that poor performance can be written off as "having a bad day". It appears that it is important to hear how a student works with a number of different clients and not to allow students to play only interviews with their "favorite" client.

Objective three assessed the changes in adaptability ratings as a result of practicum experience. The results indicate that there were significant increases in the adaptability ratings, especially for CT Mary. For CT Mary the increase was statistically significant for both experimental and control groups on the adaptability rating and for the experimental group on the overall clinical rating. For CT George the results were significant at the .07 level of confidence for the adaptability rating and at the .06 level for the overall clinical rating. Neither rating for CT George was significant for the control group.

The control group's increased ratings and especially their highly significant increase for CT Mary was an unexpected finding. The explanation for this result is not clear. A practice effect may be operating. This factor alone would not seem to totally explain this finding. For eleven of the experimental subjects seven weeks elapsed between the pre and post test and for fifteen expermental and all of the control subjects fifteen weeks elapsed. It should also be remembered that ratings are made on responses to specific client statements. It seems unlikely that, even if subjects remember the general situation, they would be able to accurately identify and respond to four specific statments in each interview, especially since all subjects were unaware of the perspective relevant cues. It may be that the two groups were not equal in initial counseling skills or that the influence of the introductory course in which the controls were enrolled had an unexpected influence on their performance. At this point this finding remains essentially unanswered.

The greater variability in ratings for CT Mary supports the previously mentioned conclusion that the two tasks represent different stimulus situations having differential effects upon counselor's performance. Again, adaptability does not appear to be a constant counselor characteristic as ratings tend to vary consistantly for the two situations.

Objective four assessed the relationship of "adaptability" and measures of counseling effectiveness such as grades and supervisor's ratings. In general the correlations were low, non-significant and eight of the twelve were negative.

Of the eight correlations between "adaptability" and supervisor's ratings and practicum grades, seven were negative. These results, too, were unexpected and an explanation is not clear. It should be remembered that grades are given on a restricted range (mostly A's and B's) only discriminates between "superior" and "adequate" performance. Within each grade there are variations in performance which could not be assessed for these comparisons. Further, grades are given for work done over a tabal semester's work and not on the basis of one sample of the student's work.

A highly speculative conclusion related to the role playing nature of the CT. Some students may feel less pressure in the "artifical" situation in which a real client is not involved and may be able to operate more freely than they can when they feel the pressure of a "real" situation. Conversly,

students who operate effectively in "real" situations may react negatively to the "artifical" nature of the role playing situation. The result may be that they do not approach it in a serious manner and thus not do their best work.

Certainly, the results of this study suggest that the influence of simulated experiences on practicum students should be investigated. These procedures are currently being widely used in counselor education programs with little empirical evidence to support their use.

Additional analysis of results revealed several findings worth of mention. First, correlations between sex and both CT and AE ratings were low and non-significant.

Further support for the conclusion that adaptability is a variable characteristic is provided by the intercorrelations of ratings for each of the four obstacles and overall clinical ratings. Especially for CT George these intercorrelations are lower for the post test and for the pre test. Other studies have suggested that the practicum experience has appeared to decrease rather than increase counselor effectiveness. In a speculative way this may not be as suprising as it appears on the surface. If we can assume that becoming a counselor requires learning new behaviors, techniques and ways of responding to people it may naturaly follow that a relativily brief practicum experience may not be long enough to learn to use these behaviors effectively. Old behaviors may have begun to be brokin up but new ones may not have begun to be used effectively resulting in less effective and more inconsistant counseling behavior.

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APPENDIX A

Communication Task - Rating Scale

Rationale

The rationale for the following rating scale is basically derived from Flavell's (1963) notion of effective interpersonal communication. Further, it is assumed that effective interpersonal communication is at least one generic component of effective counseling.

In simplest terms, according to Flavell, effective interpersonal communication involves being able to understand or grasp the perspective of another and to be able to use this understanding in furthering communication. In effect, this means that effective communication presupposes, on the part of the counselor, that one try to grasp the client's world of meaning (as evidenced by his concerns, questions, etc.) and try to utilize this perspective as a basis for counseling. The communication task, as employed in this study, is an attempt to assess the degree to which counseling is able to effectively incorporate the client's perspective into the counseling relationship.

The determination of whether the trainee has been able to accurately assess the perspective of the client is a difficult problem. However, for this study, the accuracy of the trainee's assessment has to be inferred by means of how he communicates with the client. Similarly, the question of whether the trainee views the data the client is giving him as being an important source to be tapped and incorporated into counseling, is inferred from the style by which he communicates with the client. For example, during the communication session, the client raises a series of four obstacles in the form of questions, criticisms, or misperceptions. One can view these obstacles from the perspective of providing data concerning the client's frame of reference. Further, from the counselor's viewpoint, one can view this as data which provides an opportunity or source to be tapped and incorporated into the counseling interview. The degree to which this is accurately tapped is inferred from the degree to which the trainee effectively incorporates the data into the counseling process. Thus, in the communication task, one is attempting to assess the degree to which the trainee effectively utilizes the data.

A brief discussion is needed concerning what is meant by "effectively utilizing the perspective of the client." In this study, effective utilization does not refer to particular counseling techniques. The ratings do not place a value on a specific or correct response by the counselor. What the ratings try to assess is the degree to which the trainee is able to follow up the client's assertions with responses that are in tune with what the client is revealing. What the client is revealing, in each obstacle, has been specified in the role description of each communication task.

Rating Scale - Communication Tasks

Scale rating	Behavioral referent
1	Completely insensitive; ignoring obstacle or treating as if unimportant. No recognition of obstacle as providing important perspective-relevant (PR) information.
2	Aware of obstacle in a vague way; may pause but continues on without responding to it as PR information; has the character of a predetermined plan.
3	Aware of obstacle; makes an inaccurate or irrelevant response to it.- responses generally reflect a misinterpretation of the obstacle (PR information) does not see further clarification of meaning.
4	Aware of obstacle; interprets it as PR information; makes a rudimentary attempt to clarify the obstacle but does not pursue it; the meaning still remains implicit.
5	Clearly aware of the obstacle as providing PR information; attempts to clarify it or seek its meaning; does not integrate or incorporate it with previous discussion.
6	Clearly aware of the obstacle as providing PR information; clarifies, explores its meaning and attempts to incorporate with previous discussion.

APPENDIX B

Communication Task I

Role Description - George Smith

The following are some of the general considerations we used in developing the role of George Smith.

1. We were interested in developing a role depicting a rather "average" high school senior boy who is currently facing at least on the surface, the making of decisions concerning his immediate vocational plans. He is a boy who is currently facing pressure (anxiety) to make some decisions but yet has never thought too much about it before nor does he know where to start now.

2. George would be a kid who on standarized ability tests would show no outstanding strengths or weakness. Similarly, his interests tests scores would also show very little in the way of a delineated pattern. The reason for this rather "average" type pattern is to limit the number of significant cues thereby minimumizing the possibility that the counselor would develop an "unusual or typical" strategy in his approach to this task. This rationale is also behind the kind of information presented in the background information given on George.

3. We wanted to develop a role that in many respects would be typical of a great many high school boys whom a counselor would have contact with. In a sense we think that George is representative of a large cross-section of kids having these types of concerns which a school counselor would have to face.

Specific Role Characteristics

In attempting to increase our standardization of this particular role a number of characteristics were considered. In particular, the characteristics considered included: (1) perception of causality, (2) level of aspiration; (3) interpersonal variables, (4) prior experience (thinking) about the issue.

George is a boy who essentially exhibits an external level of control, that is, decisions are made primarily on the basis of events which occur in the environment. For George, causality is primarily attributed to an external source. For example, getting a good job is primarily a matter of fate or chance since it depends upon whether opportunity comes his way. He does not really view himself as an active agent in this process nor does he see his causal role in creating opportunities. This orientation will show in at least two of the PR cues he gives to the counselor; one of these is reflected in his implicit expectancy of the counselor's function while the other is reflected in his view of how good jobs are obtained (fact control). This basic orientation of himself and the world is also reflected in the kind of interpersonal relationship he will establish between he and the counselor. It is relatively passive, submissive, and exhibits a preference for dependency in the relationship. However, even though he shows a

preference for looking at things outside of himself, a number of the PR cues suggest he is vaguely aware that perhaps he, as a person, may have a part to play in this process of vocational planning. This is, of course, what we hope the counselor's pick up on.

George's level of aspiration although low is fairly diffuse. For example, although he generally believes that his occupational level is about that of a skilled worker that belief is not very solid. He would seriously entertain jobs at higher occupational levels if counselor suggested he could do well there.

Interpersonally, George is somewhat anxious, in the presence of a counselor not only because it is an adult but an authoritative one. This is also compounded due to his need for a quick and secure decision. From the counselor he is looking for answers which creates for him the preference for a dependency relationships.

Finally, George has really not done very much thinking about the issue in the past. He has had pressure at home to be something more than his father but has had no real conversation about it with anyone. He is only vaguely aware of how many variables play a part in this process and it is only quite recently that he is getting a dim glimmering of his role in the process.

INSTRUCTIONS TO COUNSELOR TRAINEES

Instructions for First Phase

In this task you will be discussing various topics with another person. Your task is similar to that of a counselor since you will be dealing with a variety of different kinds of information and issues with the aim of helping the client make an effective decision. The goal then is for the person you are communicating with to understand the variables involved so that he can make a decision which will be effective for him. Therefore the first step is for you to have some information about the variables that are involved.

The topic of this counseling session will be concerned with helping a particular high school senior make some decisions concerning his vocational plans. Since you will have various kinds of information (i.e., test scores, family background information, etc.) prior to your meeting with him the following mimeograph material should provide you with some basic information concerning the test material. Since you may know quite a lot or very little about these tests, this material should help provide you with a basic understanding as to the meaning of the various test scores.

Your goal in reading this material is to familiarize yourself with the information so that you can interpret these scores if the need arises in your counseling session. However, keep in mind as you examine the material that your counseling session is limited to only 15-20 minutes, thus you may not use all of the material. The material is included, however, in the event you may have some need for it.

You may take notes if you wish but keep in mind that the actual counseling session will be quite brief.

You will be given about 15 minutes to study this material at the end of which you will be given further instructions and information concerning this task.

Test Material

The client with whom you will interact, has taken three tests during his junior year. The tests are the California Test of Mental Maturity, Differential Aptitude Tests, and the Kuder Preference Record. The following is a description of what each test involves. Try to familiarize yourself with this material, you may want to refer back to this material when you get the client's test scores.

California Test of Mental Maturity (CTMM)

The CTMM is a group intelligence test that yields 3 scores:

1. Verbal IQ - which essentially measures the ability to understand concepts and semantic relationships.

2. Non-Verbal IQ (numerical) - essentially measures ability to work with numbers and pictorial materials - it involves such abilities as being able to perform various arithmetical operations and perceiving spatial and figural relationships.

Differential Aptitude Test

A composite test battery that measure particular kinds of aptitudes.

1. Verbal Reasoning - understanding of verbal concepts and relationships.

2. Numerical Ability - understanding of number concepts and computational processes.

3. Abstract Reasoning - ability to reason with non-verbal materials.

4. Space Relations - ability to visualize figures in two and three dimensional space.

5. Mechanical Reasoning - comprehension of various mechanical principles.

Kuder Preference Record - Vocational

The KPR is an instrument that is specifically concerned with the measurement of interests having relevance in vocational advisement and counseling. The underlying theory of the test is that specific dimensions of interests (such as social service) distinguish one occupational group from another and that various constellations of such dimensions may be used in identifying those vocations which might be advisable for a client either to consider or reject. The validity of these constellations as being predictive of occupational success has not been adequately demonstrated. Similarly, the question of whether various constellations of interest dimensions are indeed characteristic of various occupational groups still remains to be answered. However, the patterns of dimensions may be highly useful in stimulating discussion.

Instruction for second phase

School History: You will have about twenty minutes to review this material.

Now that you have had a chance to brush up on some test concepts you will need to know something about the person with whom you will counsel. The client will be role-played by a member of our staff.

The client's name is George Smith, an eighteen year old high school senior enrolled in an urban high school. George lives in a low to moderate income housing project with his parents, two brothers, and two sisters. George entered school when he was five and successively progressed to where he is now a senior. It is now the beginning of his senior year and he has dropped in (for the first time) to your office requesting assistance in making vocational plans.

George's record in school indicates that his overall achievement and intelligence test scores are about average for his class. He likes science, shop and gym the most. He has never shown any behavioral problems in school except for acting out a few times. In general he kind of likes school chiefly because of some subjects he is taking and because his friends are there. His attendance record has been fairly steady throughout his school history. His overall achievement in all school subjects is about average although his shop and gym courses have been consistently higher.

Home Background:

George is the second oldest of the five children. His older brother is in the Army while the next youngest is a ninth grader. His two sisters are currently in elementary school. George's father is a mechanic at an automobile agency while his mother is not employed. The parent's attitude towards their children is one of concern that they are happy and make something out of themselves. The family lives in a modest three-bedroom apartment located in a relatively new housing project.

TEST INFORMATION

The following material is the test results which were gathered during George's junior year (11th grade) in school. The percentiles are based on norms developed in George's school.

A. Scholastic Ability Tests

1. California Test of Mental Maturity		Percentile
Verbal IQ	95	45
Non Verbal IQ	100	53
Total IQ	99	48

B. Differential Aptitude Test

	Percentile
Verbal Reasoning	45
Abstract Reasoning	50
Numerical Ability	50
Space Relations	55
Mechanical Reasoning	60

C. Kuder Preference Record

	Percentile
Outdoor	30
Mechanical	55
Computational	50
Scientific	50
Persuasive	35
Artistic	40
Literary	40
Musical	60
Social Service	65
Clerical	55

Current Situation:

Although George knew that the counselors in his school generally try to help kids with their problem he has never bothered in the past to see a counselor. Now that he is facing graduation, the decision to do something is being felt fairly strongly by him. At this point he decides that maybe he ought to come and see you in order to help clarify or formulate his vocational objectives.

You are encouraged to approach this task in any way you believe will be effective. In the next phase of the task one of the staff will play the role of George Smith. You might begin by introducing yourself.

Communication Task 1

Perspective Relevant Cues (Obstacles)

1. Expectancy of Counselor's Function

   "I need your advice on what you think I should do."

2. Conflict & Doubt

   "I have some doubt as to whether I can get a good job because I am only so-so in school".

3. Fate Control

   "Good jobs are a matter of luck like being in the right spot at the right time".

4. Uncertainty

   "I sometimes think that if I knew more about certain things I would not be in this bind".

APPENDIX C

Communication Task II

Role Description - Mary Brown

The following are some of the general considerations we used in developing the role of Mary Brown.

1. Mary is in her senior year of high school and is now faced with the reality of having either to follow through on some decisions she has made about her future or make some new decisions. The necessity to follow through is causing some anxiety on her part.

2. Mary is academically capable in all areas but has especially enjoyed math and science courses. These interests deviate from those of the typical high school girl. Her decision to become an engineer is an atypical vocational choice for a girl and is likely to be met by disapproval or at least questioning from others who want to be sure that this is what she "really wants to do."

3. The situation is typical of cases which come to a counselor in which his/her emotionalized reaction and the "counseling agenda" resulting from this emotionalized set may interfere with his/her ability to respond effectively to the client. If the counselor responds to this set it may decrease his/her ability to be adaptable.

Specific Role Characteristics

Mary is a high school senior, age 17 or 18, who comes to the counselor with the following presenting problem: "I want to go to college next year and study engineering. Can you help me decide what school I will attend?"

While making this statement the role is to exhibit some indecision about or questioning of this vocational choice. Be vague about what engineering schools with which you are familiar. You do know that K.U. has engineering and suppose other big universities do too. Don't say directly that you are unsure of the choice but seem a bit anxious, tense and indecisive. Dress for the interview in a manner to appear feminine. If asked how you got interested in engineering you can allow as how you've always been a tomboy who has liked to "tinker" with machines and work with the fellows on their cars. You can also report that you have had real interest in the science and math courses which you have taken in high school. You know that engineers "make things" which you think would be more interesting than just working on experiments in a lab all your life.

It is expected that your counselor may communicate some reservation about your vocational choice. The obstacles which you are to use as statements during the interview should provide you with some responses to his questions and should be helpful in expressing your indecision. You will have to watch for opportunities to "work them in" in a way that they appear natural. Remember that the interview will be short (about 20 minutes).

INSTRUCTIONS TO COUNSELOR TRAINEES

Instructions for First Phase

In this task you will be discussing various topics with another person. Your task is similar to that of a counselor since you will be dealing with a variety of different kinds of information and issues with the aim of helping the client make an effective decision. The goal then is for the person you are communicating with to understand the variables involved so that she can make a decision which will be effective for her. Therefore, the first step is for you to have some information about the variables that are involved.

The topic of this counseling session will be concerned with helping a particular high school senior make some decisions concerning her vocational plans. Since you will have various kinds of information (i.e., test scores, family background information, etc.) prior to your meeting with her the following mimeograph material should provide you with some basic information concerning the test material. Since you may know quite a lot or very little about these tests, this material should help provide you with a basic understanding as to the meaning of the various test scores.

Your goal in reading this material is to familiarize yourself with the information so that you can interpret these scores if the need arises in your counseling session. However, keep in mind as you examine the material that your counseling session is limited to only 15-20 minutes, thus you may not use all of the material. The material is included, however, in the event you may have some need for it.

You may take notes if you wish but keep in mind that the actual counseling session will be quite brief.

You will be given about 15 minutes to study this material at the end of which you will be given further instructions and information concerning this task.

Test Material

The client with whom you will interact has taken two tests during her junior year. The tests are the Strong Vocational Interest Blank and the Scholastic Aptitude Test of the College Entrance Examination Board. The following is a description of what each test involves. Try to familiarize yourself with this material, you may want to refer back to this material when you get the client's test scores.

College Entrance Examination Board (CEEB)
Scholastic Aptitude Test (SAT)

A test required by many colleges as part of their admission procedure. It is normed on a college bound population of entering freshmen rather than on a sample which is representative of the total population. For this reason, students often find that their percentile ranks are somewhat lower than on previous aptitude tests which they have taken. The SAT is divided into two parts - verbal and numerical. The range of possible standard scores is 200 - 800 with 500 on each section being approximately the 50th percentile.

Strong Vocational Interest Blank (SVIB)

The SVIB has been developed to help people relate their tested interests to vocational choice. Scores in the B+ or A ranges on the profile indicate that the individual's tested interests are similar to a norm group of persons who have been successful and satisfied in this kind of occupation. It further indicates that their interests differ in a systematic way from a general sample of the population. Care should be taken not to interpret interest as ability as the two concepts are different.

Instruction for second phase

School History: You will have about twenty minutes to review this material.

Now that you have had a chance to brush up on some test concepts you will need to know something about the person with whom you will counsel.

Your client is a high school girl, Mary Brown, who is seeking help in the general area of vocational or college choice. You are to help her in making some decisions regarding her future. The following is some information about her. You will have 20 minutes to familiarize yourself with the information before meeting Mary.

Family Information:

The father is a dentist (orthodontist) earning a substantial income. He is willing and able financially to send his daughter on to school. The mother has a B.A. in English Education. She taught prior to her marriage but not since. She is highly involved in a variety of charitable and cultural foundations.

Grades:

Mary is an honor student and has uniformly strong grades in all subject matter areas. She reports especially liking math and science and has taken all courses available in these areas. She has no subject dislikes. She says that her interest in most courses depends on how interesting the teacher makes the class.

Activities:

She has been a cheerleader, worked on the school newspaper, participated in girl's athletics and appeared in two school plays. She sews many of her own clothes and has designed several outfits for herself. She also likes to read and hike.

Test Information:

College Entrance Examination Board - Scholastic Aptitude Test (SAT)
Verbal - 600
Numerical - 650

Strong Vocational Interest Blank-Women (SVIB-W)
A or B+ ratings - Engineer, Physician, Dietitian, Medical Technologist, Registered Nurse, Airline Stewardess.

Her achievement and aptitude testing places her in the upper 10th percentile on national norms.

One Caution: Don't exhibit a women's lib attitude in the sense of saying that you think girls should be able to go into any vocation they want to just like men can! We want you to communicate indecision about the choice rather than justification for it.

Perspective Relevant Cues. (Obstacles)

1. Conflict with parent. "My parents think I ought to major in a foreign language."

2. Request for support of decision. "Have you known any girls who have become engineers?"

3. Confusion. "What good is planning anyway - the only thing that happens is that people tell you you're wrong or making a bad choice."

4. Ambivalance or role conflict. "I've been thinking -- working and being a homemaker at the same time may be tough -- but then I've always liked challenges."

APPENDIX D

Supervisor's Rating Scale

Student: _____

Supervisor: _____

Term: _____

Counseling Behavior:

1.	Responds to client's concerns.	1 2 3 4 5
2.	Is able to sustain a relationship over a series of interviews.	1 2 3 4 5
3.	Has a sense of timing.	1 2 3 4 5
4.	Makes effective responses to client statements.	1 2 3 4 5
5.	Is able to make a broad variety of appropriate responses.	1 2 3 4 5
6.	Evaluates information gained from client accurately.	1 2 3 4 5

Attitudes Towards Clients:

7.	Listens carefully to clients.	1 2 3 4 5
8.	Encourages client to make own decisions.	1 2 3 4 5
9.	Lets client be responsible for his own behavior.	1 2 3 4 5
10.	Is sensitive to a client's mood.	1 2 3 4 5
11.	Recognizes that clients change at different rates.	1 2 3 4 5
12.	Focuses on client and not on self or self-experience.	1 2 3 4 5
13.	Does not make a personal problem case out of a simple request for information.	1 2 3 4 5
14.	Is able to separate what a client says or does from his own interpretation of the client's statements or behavior.	1 2 3 4 5

Response to Supervision:

15.	Is a person who will continue to increase his counseling effectiveness beyond the practicum experience.	1 2 3 4 5
16.	Profits from past experience.	1 2 3 4 5
17.	Is able to adapt suggested counseling behaviors to his own style.	1 2 3 4 5
18.	Is able to evaluate his own counseling interviews accurately.	1 2 3 4 5
19.	Is willing to try new counseling behaviors.	1 2 3 4 5
20.	Recognition of self as a causal agent in counseling.	1 2 3 4 5

APPENDIX E

Empathic Understanding in Interpersonal Processes

A Scale for Measurement

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Level 1

The first person appears completely unaware or ignorant of even the most conspicuous surface feelings of the other person(s).

Example: The first person may be bored or disinterested or simply operating from a preconceived frame of reference which totally excludes that of the other person(s).

In summary, the first person does everything but listen, understand or be sensitive to even the surface feelings of the other person(s).

Level 2

The first person responds to the surface feelings of the other person(s) only frequently. The first person continues to ignore the deeper feelings of the other person(s).

Example: The first person has some understanding of the surface feelings but tends to assume feelings which are not there. He may have his own ideas of what may be going on in the other person(s) but these do not appear to correspond with those of the other person(s).

In summary, the first person tends to respond to things other than what the other person(s) appear to be expressing or indicating.

Level 3

The first person almost always responds with minimal understanding to the surface feelings of the other person(s) but, although making an effort to understand the other person(s) deeper feelings almost always misses their import.

Example: The first person has some understanding of the surface aspects of the messages of the other person(s) but often misinterprets the deeper feelings.

In summary, the first person is responding but not aware of who that other person <u>really is</u> or of what that other person is really like <u>underneath</u>. Level 3 constitues the minimal level of facilitative interpersonal functioning.

Level 4

The facilitator almost always responds with understanding to the surface feelings of the other person(s) and sometimes but not often responds with empathic understanding to the deeper feelings.

Example: The facilitator makes some tentative efforts to understand the deeper feelings of the other person(s).

In summary, the facilitator is responding, however infrequently, with some degree of empathic understanding of the deeper feelings of the other person(s).

Level 5

The facilitator almost always responds with accurate empathic understanding to all of the other person's feelings as well as surface feelings.

Example: The facilitator is "together" with the other person(s) or "tuned in" on the other. Person's might proceed together to explore previously unexplored areas of human living and human relationships.

The facilitator is responding with full awareness of the other person(s) and a comprehensive and accurate empathic understanding of his most deep feelings.

1. The present scale "Empathic understanding in interpersonal processes" has been derived in part from "A scale for the measurement of accurate empathy (Truax, 1961)..." The present scales were written to apply to all interpersonal processes and have already received research support (Carkhuff, 1965, 1965a; Berenson, Carkhuff and Myrus, 1965).

The present scale represents a systematic attempt to reduce the abmiguity and increase the reliability of the scale. In the process many important delineations and additions have been made. For comparative purposes, Level 1 of the present scale is approximately equal to Stage 1 of the earlier scale. The remaining levels are approximately correspondent, Level 2 and Stages 2 and 3 of the earlier version; Level 3 and Stages 4 and 5; Level 4 and Stages 6 and 7; and Level 5 and Stages 8 and 9.